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ABSTRACT

In the 1997-98 school year, 219 more children were served by the Reading Recovery (RR) program than were served during the previous year in Maine elementary schools. In Maine, 333 Reading Recovery teachers taught 2,171 students in 219 schools that offered Reading Recovery services across 102 local school administrative units. Of all the RR children who received services, 54% successfully discontinued at the average of their classmates; 79% of children receiving access to a full RR program discontinued. Reading Recovery children made larger gains than a random sample of their classmates over the course of the school year in reading and writing skills. Discontinued RR children continued to show progress in literacy achievement even after their programs were completed. Seventy to 95% of discontinued Reading Recovery children met or exceeded statewide average bands on measures of literacy skills by the end of first grade. This report is divided into the following sections: What Maine Program Participants Say; Executive Summary; Program Overview; Program Implementation; The Reading Recovery Lesson; Reading Recovery Coverage in Maine, 1997-1998; Program Evaluation Results; Maine Stanine Scores for the Observation Survey; Recommendations; Rubric for Assessing a School's Operation of Reading Recovery; and Training Sites in Maine. (Contains 16 figures and 5 tables). (NKA)

Reading Recovery[®] in Maine

State Report & Evaluation 1997-1998

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Reading Recovery® in Maine

State Report & Evaluation 1997-1998



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The *State Report & Evaluation* is published by the University of Maine Reading Recovery Center

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What Maine Program Participants Say

The Reading Recovery program has effects that extend far beyond the children it serves. At the end of each school year, questionnaires are distributed to parents, administrators, classroom teachers, and Reading Recovery teachers.

Reactions to the 1997-1998 program are reported in the Qualitative Summaries Report (December 1998). Here is a sample of the responses.

Parents:

"My child doesn't say 'I can't do things' anymore."

"He can read and understand what he reads. He has so much expression he's entertaining."

"She is reading more and more on her own. She also has more confidence. It's made her feel real smart."

"He has skyrocketed in all his subjects and enjoys learning now because he understands it."

Administrators:

"Reading Recovery has nearly replaced Title 1A as we have known it. Retention has decreased significantly and Special Education placement has significantly decreased as well. Reading Recovery has been a successful intervention."

"Data is showing that most of the students who have discontinued from Reading Recovery continue to read at or above grade level without additional services."

"Reading Recovery has increased the awareness of teaching methodology of reading throughout our school."

Reading Recovery Teachers:

"My observing of children has improved. This has made me more aware of ways to provide students with opportunities to develop self-extending systems earlier in their programs."

"I have raised my expectations of what these children can do. I've seen that the highly intense focusing that Reading Recovery teaching provides results in success."

"I have observed that the process is as different for each child as the children are different from each other."

Classroom Teachers:

"Students have more strategies to try when meeting an unfamiliar word during reading. In writing they are more willing to try writing new words."

"The children seem so much more eager to participate in class and reading group."

"Students are more attentive to print and self-correct. They are more willing to read and write independently. They are more confident in taking risks. The students display a more positive attitude toward reading and are more apt to select reading as a choice activity."

Executive Summary

- ➡ 219 more children were served by Reading Recovery in 1997-1998 than were served the previous school year
- ➡ 333 Reading Recovery teachers taught 2171 students in 219 schools that offered Reading Recovery services across 102 local school administrative units
- ➡ 54% of all Reading Recovery children who received services successfully discontinued at the average of their classmates; 79% of children receiving access to a full Reading Recovery program discontinued
- ➡ Reading Recovery children made larger gains than a random sample of their classmates over the course of the school year in reading and writing skills
- ➡ Discontinued Reading Recovery children continued to show progress in literacy achievement even after their programs were completed
- ➡ 70 to 95% of discontinued Reading Recovery children met or exceeded statewide average bands on measures of literacy skills by the end of first grade

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Program Overview

Introduction

Reading Recovery is both a teacher education program and an early intervention program for children who are at-risk of failing to learn to read in first grade. Its goal is to train teachers to make skilled teaching decisions that enable the at-risk reader to make accelerated progress and to become a competent, independent reader in approximately 12-20 weeks.

The basic tenets of the program are:

- Reading is a strategic process that takes place in the reader's mind.
- Reading and writing are reciprocal processes
- Accelerated progress is possible with intensive one-on-one instruction.
- It is most productive to intervene early in the educational process in order to prevent failure.

Program History

Reading Recovery was developed by Marie M. Clay who conducted observational research in the mid-1960s that enabled her to design techniques for detecting children's early reading and writing difficulties. In the mid-1970s, she developed Reading Recovery procedures with teachers and tested the program in New Zealand. The success of this pilot program led to the nationwide adoption of Reading Recovery in New Zealand in the early 1980s.

In 1984, the success of the program in New Zealand led researchers at the Ohio State University to introduce Reading Recovery to the United States. International sites today include New Zealand, Australia, Canada, and the United Kingdom.

Reading Recovery in Maine

In February of 1990, Kathryn Manning of the Maine State Department of Education organized a group of 26 Maine educators to attend the Reading Recovery national conference in Ohio to see Reading Recovery teacher training in action. In 1990-1991 and 1991-1992, three Maine professionals trained at universities outside of Maine to be Teacher Leaders. In 1991, Paula Moore was sent by the University of Maine to New Zealand to train as a university Trainer of Teacher Leaders. Moore has since trained all of Maine's Teacher Leaders. The Teacher Leaders, in turn, have trained Reading Recovery teachers who work in schools across the state.

Program Evaluation in Maine

Progressive statewide program evaluation of the program began in the fall of 1995 by the Maine Department of Education. The program evaluation for Reading Recovery in Maine is progressive for two reasons:

- The responsibilities for evaluation are assumed by a full-time researcher. This allows thorough, objective evaluations to be conducted of the program.
- Evaluations are dynamic. The researcher in charge of program evaluation is in frequent contact with Reading Recovery professionals. Information gathered from investigations can be utilized quickly to improve the program. Similarly, questions about program outcomes and processes can be framed as research questions and addressed.

The full-time program evaluator works out of the College of Education and Human Development.

Program Implementation

What does Reading Recovery "look like"?

Trained teachers work with Reading Recovery children daily for thirty minutes. The instruction is one-on-one, with instruction in both reading and writing, including fostering phonemic awareness, letter recognition, and strategies for analyzing words. The intervention is short term, lasting 12-20 weeks.

How are Reading Recovery children selected?

Reading Recovery children are identified by classroom teachers and screened with an early literacy assessment.

What are the criteria for selecting a Reading Recovery teacher?

A teacher applying for training must:

- Be put forward by a school system adopting Reading Recovery.
- Have a recommendation from the principal.
- Have a regular elementary certification in Maine.
- Have primary teaching experience.

What kind of training do teachers receive?

Teachers receive intensive training during a year-long after-school class for which teachers can earn six graduate credits from the University of Maine. Reading Recovery teachers in-training demonstrate teaching a child behind a one-way mirror at least three times during the year while colleagues watch and discuss. Teacher Leaders make school visits to Reading Recovery teachers in-training to support both their teaching, and

the school's adoption of the program.

How are teachers freed to work with Reading Recovery students?

There are several workable models:

- Title I teacher who typically works with four to eight Reading Recovery children daily.
- Kindergarten model with one teacher who has one session of kindergarten and one-half day as a Reading Recovery teacher.
- First grade model with two teachers team-teaching first grade half-day each and half day as a Reading Recovery teacher.
- Special educators who are also trained to teach Reading Recovery children

Why Reading Recovery?

Reading Recovery helps children:

- Develop effective reading/writing strategies.
- Read at an average classroom level.
- Become independent readers and writers.

Reading Recovery helps teachers:

- Become systematic observers of children's learning.
- Develop a theoretical understanding of literacy acquisition and learning.
- Implement instructional procedures for use with at-risk readers and writers.

Reading Recovery helps school systems:

- Reduce reading failures.
- Alleviate the need for retentions, transitional grades and developmental kindergartens.
- Reduce the need for Special Education and Title I services in literacy.

Where in Maine is Reading Recovery?

Reading Recovery has been adopted by 103 local school administrative units and by 217 schools in Maine for the 1998-1999 school year. Reading Recovery teacher training is available at local school sites throughout Maine. There are currently 336 active Reading Recovery teachers and 12 active Teacher Leaders in Maine schools.

Implementation History in Maine

In tracking Maine's path towards full program implementation, Figures 1 and 2 display the number of local school administrative units, and number of schools, respectively, with Reading Recovery since 1991. Figure 3 displays the number of trained Reading Recovery teachers in Maine each school year since 1991.

Figure 1. Number of local school administrative units with Reading Recovery each year.

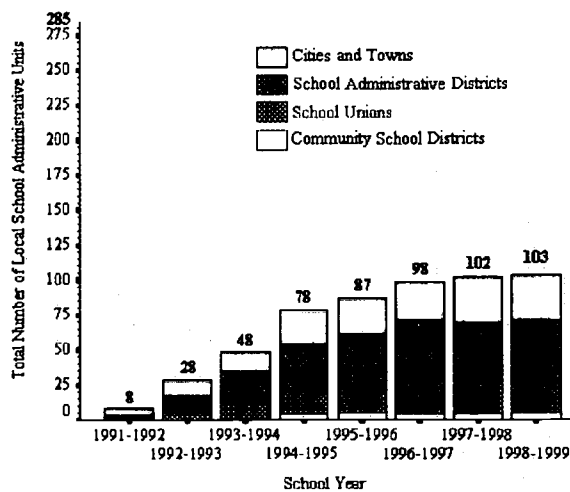


Figure 2. Number of schools with Reading Recovery each year.

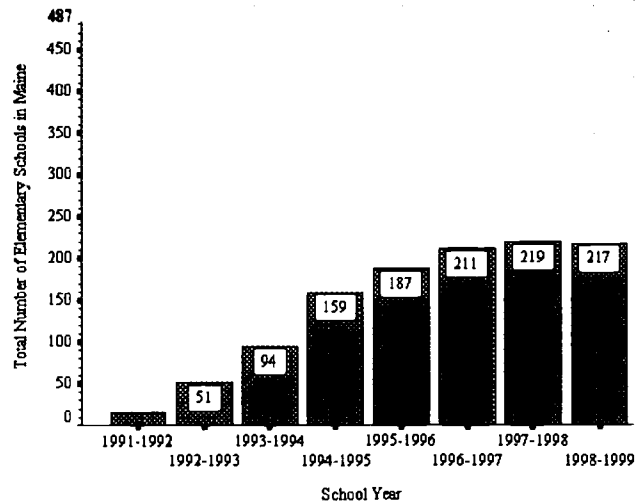
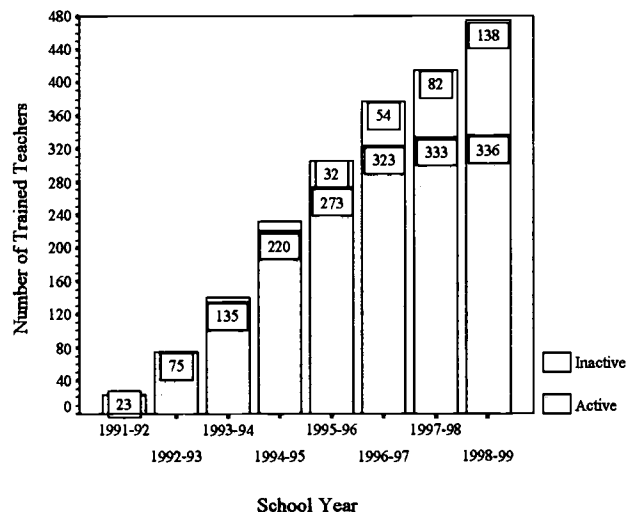


Figure 3. Number of trained Reading Recovery teachers each year.



The Reading Recovery Lesson

Reading Recovery teachers use a battery of six measures called the Observation Survey to select the lowest-achieving children in their classrooms (see box). In addition to regular classroom reading instruction, these children receive daily Reading Recovery lessons.

Roaming Around The Known

The first two weeks of each child's program are designed to develop the student's strengths. This period, referred to as roaming around the known, is comprised of a variety of literature-based activities that build the child's confidence and establish a rapport between teacher and child. The teacher uses this time to learn about the child's ability and build a foundation for the individualized lessons that will follow.

Each lesson includes six components:

- ▶ Reading many known stories
- ▶ Reading a story that was read once the day before
- ▶ Working with magnetic letters
- ▶ Writing a story
- ▶ Working with a cut-up sentence
- ▶ Reading a new book that will be read independently the next day

During these reading and writing activities, the teacher provides just enough support to help the child develop the effective strategies that independent readers use. This teacher assistance supports the process through which children learn to predict, confirm, and understand what they read. Writing opportunities are essential for developing strategies for hearing sounds in words, representing messages, and for monitoring and checking their own reading and writing.

Selection and Evaluation of Reading Recovery Children

At the beginning of each school year, children at risk of reading failure are selected for Reading Recovery based on classroom teacher judgment and results from the Observation Survey. Looking across measures, teachers select children who are the lowest achievers. The Observation Survey is also used to evaluate children who receive the program. The following six measures comprise the diagnostic tool.

- 1) **Letter Identification:** Children are asked to identify 54 different characters, including upper- and lower-case letters and conventional print for the letters "a" and "g".
- 2) **Word Test:** Children are asked to read a list of 20 words drawn from the words used most frequently in early reading material.
- 3) **Concepts About Print:** Children are asked to perform a variety of tasks during a book reading. These tasks, presented in a standard situation, check on significant concepts about printed language, such as directionality and concept of word.
- 4) **Writing Vocabulary:** Within a ten-minute period, children are asked to write all the words they know. The score on this test is the number of words spelled accurately.
- 5) **Dictation Test:** Testers read a sentence to the children, who write the words, indicating their ability to analyze the word for sounds.
- 6) **Text Reading Level:** Measures of text reading level are obtained by constructing a gradient of text difficulty, then testing for the highest level read with accuracy of 90 percent or better. Levels are drawn from a basal that is not part of Reading Recovery instruction.

Working With Books and Stories Reading Recovery students typically work with an entire book or a complete story, rather than with unconnected sentences or word lists. By reading and writing continuous texts, children learn to use many different aspects of print—including letters, words, sentences, and pictures—to understand complete stories just as successful readers do.

Accelerated Learning The goal of Reading Recovery is accelerated learning. Children are expected to make faster than average progress so that they can catch up with other children in the class. The majority of Reading Recovery children typically reach an average reading level after 12-16 weeks of daily instruction. During this period, they continue to work in the regular classroom for all but 30 minutes each day.

Working From Strengths Accelerated learning is possible because Reading Recovery teachers base their instruction on careful observation of what each child already knows about reading and writing. This approach creates efficiency, as the individualized instruction that follows “will work on these strengths and not waste time teaching anything already known”.

Independent Learning The goal of Reading Recovery is not just to improve the reading and writing ability of children, but to help them learn how to continue improving on their own so that later remediation is unnecessary. With the assistance of their Reading Recovery teacher, children learn the strategies that good readers use. Reading Recovery instruction continues until the child has a self-extending system for literacy learning.

Thirty Minutes of Reading Recovery

1. Reading Familiar Books The child is able to read an entire book, exhibiting behaviors indicative of good readers. The teacher supports those behaviors through appropriate and well-chosen questions or prompts.

2. Reading A Book That Was Read Once The Day Before The child reads the new book from the previous lesson independently while the teacher notes reading behaviors. The teacher records important information to be used in making instructional decisions, selecting teaching points to be used after the reading.

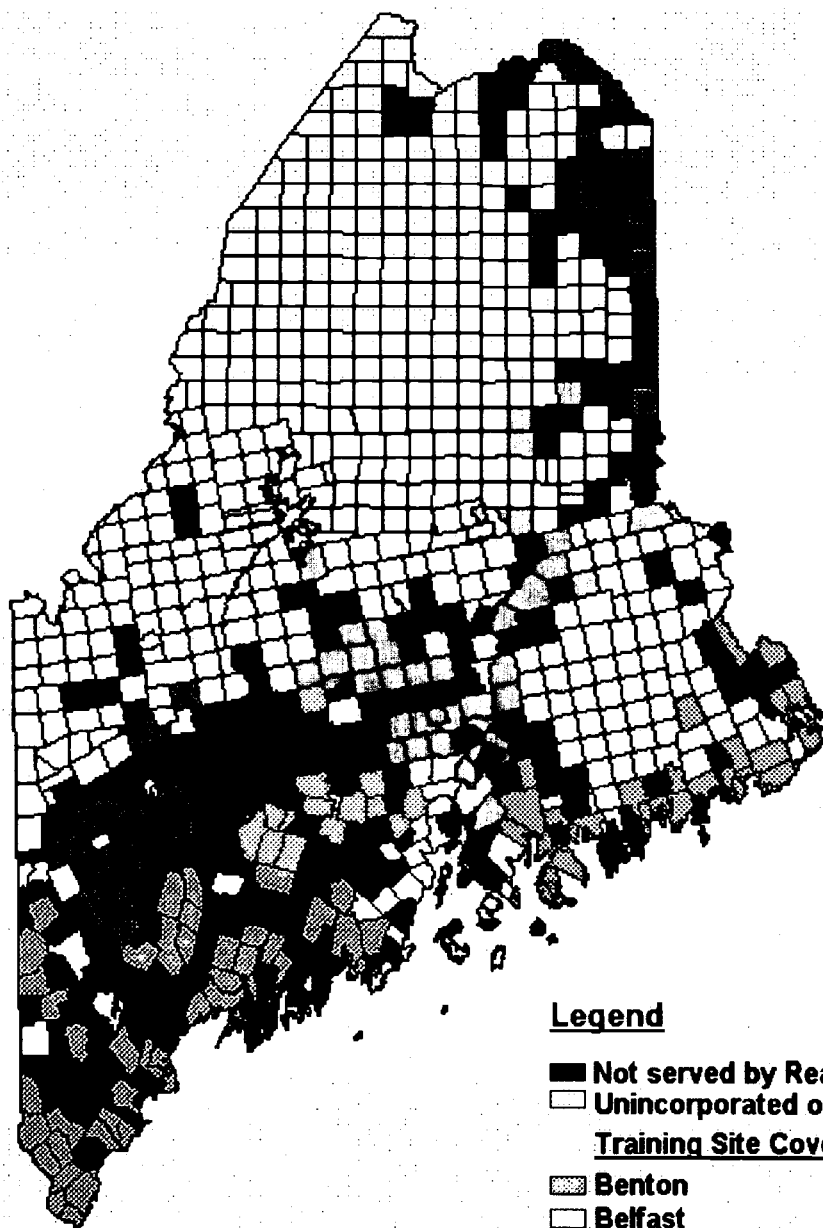
3. Magnetic Letter Work The child learns how to discriminate and distinguish between letters and how words and word parts work.

4. Writing A Story The child composes a story about a book read or a personal experience. Through joint problem-solving, the child and teacher work together to write the story. The child writes as independently as possible.

5. Working With A Cut-Up Sentence After writing the story, one of the sentences is written on a sentence strip and cut up. The child uses knowledge of the sentence to search and monitor for cues while reassembling the story.

6. Reading A New Book The teacher introduces a new book, providing a framework for the meaning and language structures the child will meet. This book should offer a little more challenge than previous books read in the lesson, but be well within the child's reach.

Reading Recovery Coverage in Maine, 1997-1998



Legend

- Not served by Reading Recovery
- Unincorporated or population less than 100

Training Site Coverage

- ▨ Benton
- Belfast
- Bethel
- Caribou
- Howland/Enfield Station
- ▨ Southern Maine Consortium: South Portland, Westbrook, and Wiscasset
- ▨ Washington/Hancock County Consortium

Program Evaluation Results

Introduction

The success of Reading Recovery has been carefully documented since its inception. Research continues to demonstrate that the program empowers the children who struggle most with reading and writing with the strategies necessary to read at or above grade level in an average of 12-15 weeks, reducing the need for long-term remediation.

Definitions

Reading Recovery Children There are two categories of children who receive Reading Recovery services:

- **Children Served** Any child who has received at least one lesson.

First-Round Children Children with the greatest needs are the first to begin receiving Reading Recovery services.

Second-Round Children A child who starts the program after a first-round child has exited the program.

The sooner first-round children complete their programs, the sooner second-round children can be provided with Reading Recovery services. The goal for schools is for each Reading Recovery teacher to instruct two rounds of Reading Recovery children through the program before the end of the first grade year.

Random Sample Children Children who were randomly selected from the population of first grade children.

Reading Recovery has two positive program outcomes for children when services are completed:

- **Discontinued** A child is released from the program reading at a level typical of the average first grader.
- **Recommended Action** A recommendation is made by the school team for a child who is not demonstrating accelerated progress in the program. Another action such as a literacy group or special education is deemed more suitable for this child.

Children whose programs are cut short before one of the two outcomes are achieved are said to be *still in the program* or to have an *incomplete program*. In schools that are fully implemented, the programs of some Reading Recovery children are *carried over* into the summer or fall of second grade in order to provide these children with access to a full Reading Recovery program.

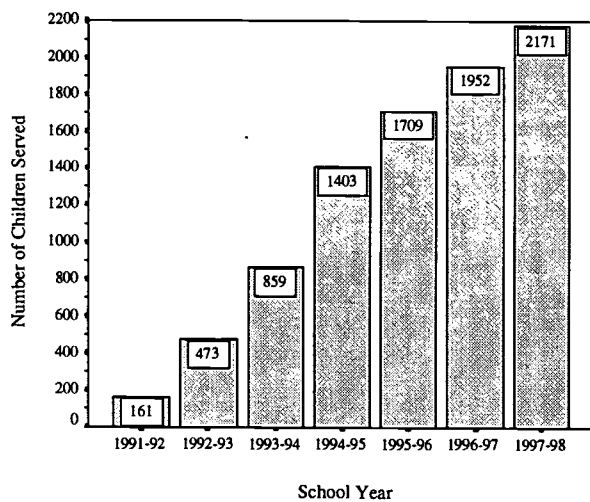
Data Collection

Reading Recovery teachers record data for every Reading Recovery and random sample child on computer scan forms. The National Data Evaluation Center at the Ohio State University tracks the progress of every Reading Recovery child in North America. Each state then compiles data for documenting school district and state progress.

Children Served

The Reading Recovery program continues to grow in Maine since its inception in the 1991-1992 school year. In 1997-1998, 2171 children received services. Figure 4 displays the number of children served since 1991-1992 in Maine schools. In 1997-1998, 219 more children were served than in the previous year.

Figure 4. Number of children served by Reading Recovery each year.



Demographic data were collected for the children receiving services. Table 1 displays the gender, race, and lunch cost of Reading Recovery children and typical first grade children. Lunch cost is a measure of socioeconomic status. The data show that Reading Recovery children are more likely to be male (59.9% compared with 43.3% of the random sample of first graders), and to have lower socioeconomic status (31.7% have free lunch cost as compared with 18.5% of

the random sample of first graders). Reading Recovery children are not more likely to be from any one particular race, as each race is represented in Reading Recovery in the same way that each is represented in the random sample of first graders.

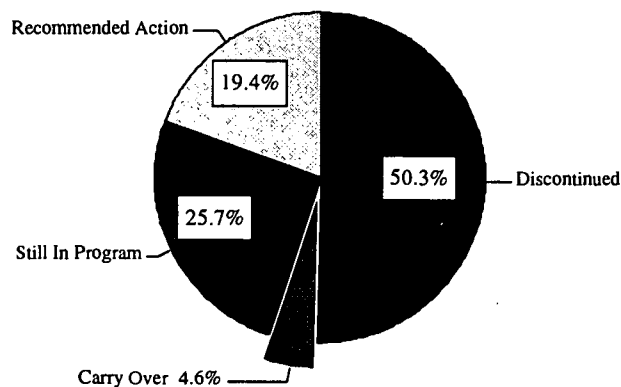
Table 1. Characteristics of children in the program compared with other first graders.

Characteristic	In Program	Others
Gender		
Male	59.9%	43.3%
Female	40.0%	56.4%
Ethnicity		
Native American	1.7%	1.6%
White, not Hispanic	95.9%	96.2%
Black, not Hispanic	1.1%	0.8%
Asian/Pacific Islander	0.8%	0.8%
Hispanic	0.5%	0.5%
Lunch Cost		
Free	31.7%	18.5%
Reduced	6.4%	7.1%
Regular	31.1%	42.6%
Info. unavailable	30.7%	31.7%

Student Outcomes

The Reading Recovery program in Maine served 2171 children during the 1997-1998 school year. Figure 5 displays their end-of-program status. The majority of these children, 1093 (50.3%), successfully discontinued from the program, 558 (25.7%) were still in the program when the school year ended, and 99 (4.6%) who were still in the program at the end of the school year had their programs carried over into the summer or fall. Finally, 421 (19.4%) students were given a recommended action because an intervention other than Reading Recovery was deemed more suitable for their literacy development.

Figure 5. End-of-program status.



Carry-Over Children

The programs of 99 children were carried over into the summer after first grade, or into the fall of second grade. Figure 6 displays the end-of-program status for these children. Over three-quarters of these children, 78 (78.8%) discontinued from the program, 5 (5.0%) had incomplete programs, and 16 (16.2%) children were recommended for further action. Carry-over children had an average of 25.9 lessons (8.8 weeks) during first grade and 32.8 lessons (9.9 weeks) after the end of first grade.

Figure 6. End-of-program status for carry-over children.

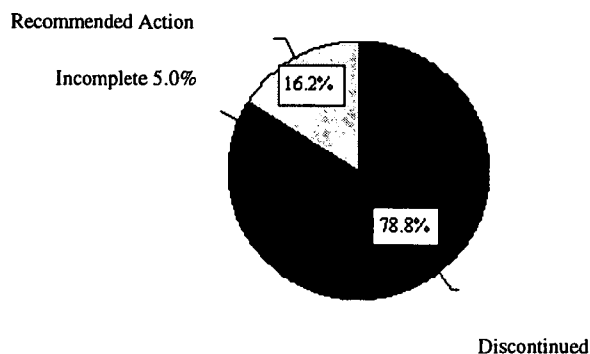
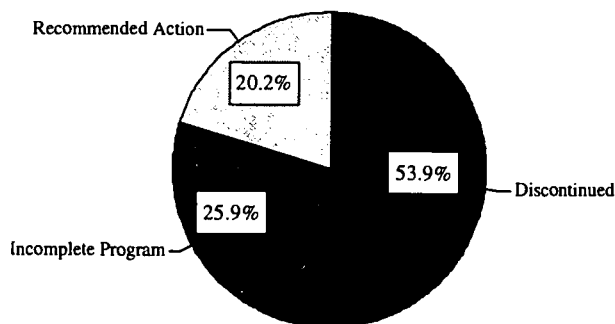


Figure 7 displays the end-of-program status results for all 2171 children, incorporating the results of carry-over programs. Overall, then, 1171 (53.9%) children successfully discontinued from the Reading Recovery program, 563 (25.9%) had incomplete programs, and recommended action was made for 437 (20.2%) children.

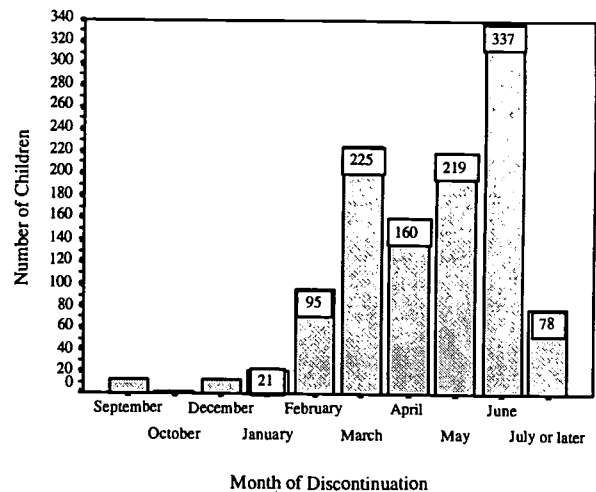
Figure 7. End-of-program status including results of carry-over programs.



Time In The Program

The terminal point for children's Reading Recovery programs is twenty weeks. Given that first-round children enter the program in September, it would be expected that the majority would discontinue by February. This would allow second-round children to discontinue by the end of first grade. In January 1998, however, the ice storm delayed many children's programs for up to four weeks. Therefore, first-round children discontinued later in the school year. Figure 8 charts the number of children discontinuing from the program each month. Notice that there is a peak in March. It appears, then, that many second-round children were not served until at least March. Some of these children discontinued in July or later as carry-over children. Overall, only 12.4% of all children who discontinued did so before March, 33.1% discontinued in March or April, and 54.5% percent discontinued after the end of April.

Figure 8. Number of Reading Recovery children discontinuing from the program each month.



Criterion-Referenced Measures of Achievement

Table 2 displays average fall and spring scores on the Observation Survey for random sample and Reading Recovery children. Reading Recovery children are shown by program outcome: discontinued, recommended action, and still in program. Carry-over children are not included, as their programs continued after first grade. The average, or mean scores, and the standard deviations in parentheses, are listed for each category. Note that the average fall scores of Reading Recovery children are much lower than those of the random sample on all six measures. By spring, however, the average scores of discontinued children have increased to meet the level of the random sample group.

Table 2. Fall and spring mean scores and standard deviations on the Observation Survey.

Measure	Time	Random Sample		Discontinued		Recommended Action		Still In Program	
Text Reading Level	Fall	4.4	(5.7)	0.9	(1.0)	0.6	(0.9)	0.8	(0.9)
	Spring	21.0	(7.2)	19.4	(3.6)	7.0	(4.4)	10.3	(3.8)
Writing Vocabulary	Fall	16.2	(10.0)	6.1	(4.7)	3.1	(2.6)	5.3	(4.0)
	Spring	50.4	(15.4)	50.1	(11.3)	30.9	(12.6)	38.5	(10.8)
Dictation	Fall	22.7	(8.7)	9.8	(7.4)	4.6	(5.1)	8.1	(6.4)
	Spring	35.4	(2.8)	35.9	(1.3)	29.8	(6.7)	33.4	(3.7)
Ohio Word Test	Fall	5.5	(5.9)	0.7	(1.7)	0.2	(0.6)	0.5	(1.0)
	Spring	18.5	(2.7)	18.6	(1.4)	11.5	(5.5)	14.8	(4.0)
Concepts About Print	Fall	15.1	(3.3)	11.2	(3.3)	9.3	(3.2)	11.0	(3.4)
	Spring	20.8	(2.3)	21.1	(2.2)	17.9	(2.6)	19.4	(2.3)
Letter Identification	Fall	50.4	(4.8)	40.3	(10.2)	27.7	(13.0)	37.3	(11.7)
	Spring	53.4	(1.5)	53.4	(1.3)	51.3	(4.5)	52.6	(1.7)

Accelerated Progress of Reading Recovery Children

The scores of Reading Recovery children are much lower at the beginning of first grade than the scores of a random sample of their peers. Therefore, Reading Recovery children need to make accelerated progress in all areas of literacy skills in order to catch up to their peers. Table 3 depicts this progress in the form of gain scores. A gain score is simply a child's spring score minus his or her fall score. It is a way of measuring how much a child has progressed over the year. The gain scores of Reading Recovery children must be larger than those of their peers in order to reach the same level of literacy skills. Table 3 shows the large gains that discontinued

Reading Recovery children make from fall to spring that bring them up to the level of their peers. It is also important to note in Table 3 that children in the *recommended action* and *still in the program* groups also make accelerated gains.

Three of the six assessments of the Observation Survey are typically used as dependent measures to document the progress of Reading Recovery children. Figures 9-11 illustrate the gains made by Reading Recovery children over the course of the year in text reading, writing vocabulary, and dictation. Differences between means for fall versus spring illustrate the different rates of progress that the children attained. There is a greater gain from fall to spring scores for discontinued children than for the other groups.

Table 3. Average gain scores from fall to spring testing on the Observation Survey.

Measure	Random Sample	Discontinued	Recommended Action	Still In Program
Text Reading Level	16.8	18.6	6.4	9.8
Writing Vocabulary	34.2	43.8	27.7	33.6
Dictation	12.7	26.0	25.3	25.4
Ohio Word Test	13.0	17.9	11.3	14.5
Concepts About Print	5.6	10.0	8.8	8.4
Letter Identification	2.9	13.1	23.8	15.2

Figure 9. Progress of children's text reading over the school year.

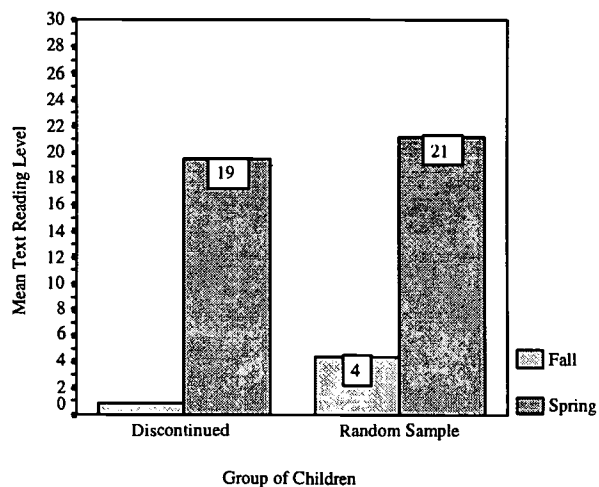
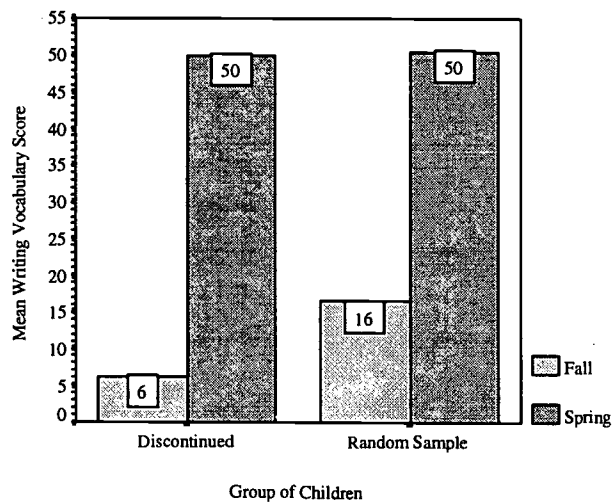


Figure 10. Progress of children's writing vocabulary over the school year.



Continued Gains in Achievement

In order for Reading Recovery to be effective, learning must continue after children are released from the program. Figure 12 illustrates this continued progress. Children who discontinued

prior to the end of April continued to gain text reading levels for the remainder of the school year.

Figure 11. Progress of children's dictation over the school year.

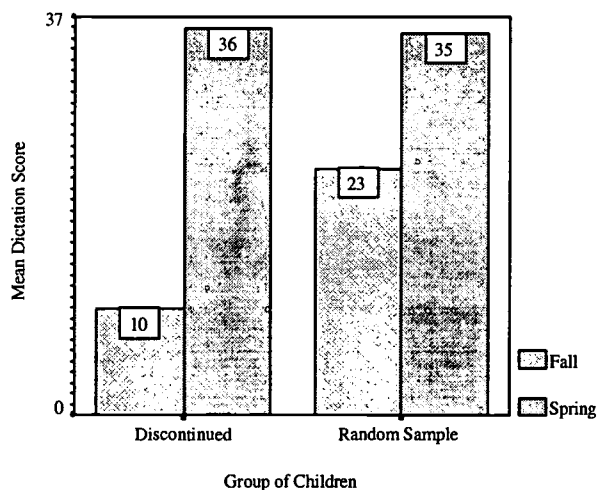
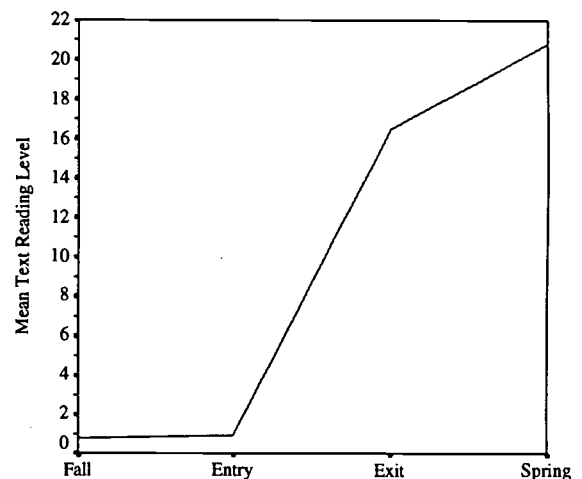


Figure 12. Text reading progress of children discontinued prior to the end of April.



Norm-Referenced Measures of Achievement

Norm-referenced assessment is an important component of evaluation in that Reading Recovery aims to bring previously low-achieving children up to the skill levels of their classmates. The target point for Reading Recovery children's literacy achievement is the average level of performance of their peers. An average band is computed by adding and subtracting a half of a standard deviation unit from the mean score of the random sample students. The mean score of Reading Recovery students is expected to fall within this average band.

Table 4 displays the computed average bands, calculated from the mean scores and standard deviations of random sample students from Table 2. Next, Table 5 presents the percentage of Reading Recovery children who scored within and above the 1997-1998 spring statewide average bands at spring testing. Note that the

students who were discontinued during the first grade year tended to score within or above the average band. This is one way of assessing if they reach the target range for their skills.

Table 4. Average bands of spring scores on the Observation Survey.

Measure	Average Band		
Text Reading Level	17.4	-	24.6
Writing Vocabulary	42.7	-	58.1
Dictation	34.0	-	36.8
Ohio Word Test	17.1	-	19.8
Concepts About Print	19.6	-	21.9
Letter Identification	52.6	-	54.1

Table 5. Percentage of first grade children within and above spring statewide average bands.

Measure	Standing	Random Sample	Discontinued	Not Discontinued
Text Reading Level	Above	30.8%	7.0%	2.6%
	Within	42.6%	68.8%	97.4%
Writing Vocabulary	Above	27.9%	22.0%	2.6%
	Within	41.2%	54.0%	27.7%
Dictation	Above	43.6%	37.1%	9.3%
	Within	36.9%	49.9%	31.0%
Ohio Word Test	Above	49.7%	32.2%	4.7%
	Within	32.0%	49.2%	19.5%
Concepts About Print	Above	41.9%	47.2%	14.3%
	Within	31.2%	32.8%	27.9%
Letter Identification	Within	86.2%	85.3%	60.5%

Comparison Using Maine Stanines

Another way of assessing literacy achievement of Reading Recovery children is to compare their scores with Maine stanines. Stanine scores are single digits from 1 to 9, representing an entire distribution of scores. Each stanine spans one half of a standard deviation unit, with the exception of stanines 1 and 9, which cover the tails of the distribution. The statistical average, or the mean score, falls exactly in the middle of stanine 5 which covers the 40th to 59th percentile in a normal distribution. Stanines 4, 5, and 6 are considered the average range, covering 54% when scores are distributed normally. Stanines 1, 2, and 3 are below average, representing below the 23rd percentile, and 7, 8, and 9 are above average, representing above the 76th percentile.

Maine stanines appear on page 16. They were computed using the scores of children enrolled in Maine schools where Reading Recovery was

implemented in 1995-1996. Children of all ability levels and from all geographic areas of Maine were included in the sample.

The bulk of the first grade classroom will have skill levels in the average range, or in stanine 4 to 6. This is the goal-point for the skills of at-risk children, many of whom score in stanine 1 or 2 at the start of first grade. Figures 13 to 16 assess how Reading Recovery children compared to typical first grade performance in 1997-1998 on four measures of the Observation Survey. The range of scores are presented as well as the mean score of the group. Discontinued students met or exceeded the typical first grade skill level, defined by stanine 5, on all four measures. Children still in the program at year-end even met the skill level of their peers on some of the measures. Had they received access to a full program, they would have likely met or exceeded stanine 5 as well.

Figure 13. Text reading performance of Reading Recovery children compared with Maine stanine 5.

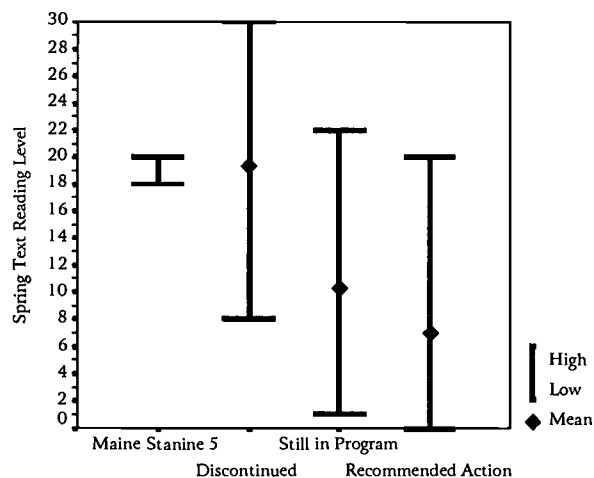


Figure 15. Dictation performance of Reading Recovery children compared with Maine stanine 5.

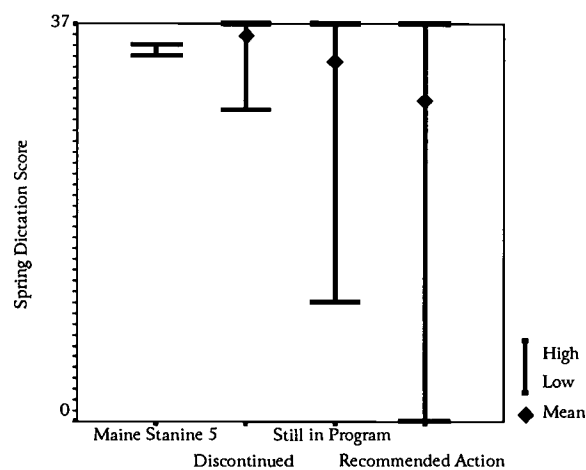


Figure 14. Writing vocabulary performance of Reading Recovery children compared with Maine stanine 5.

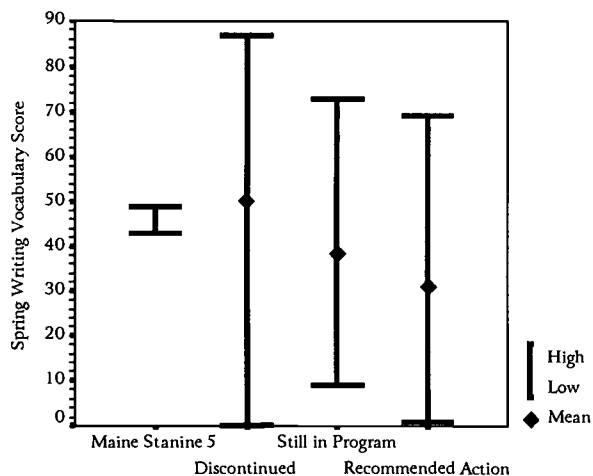
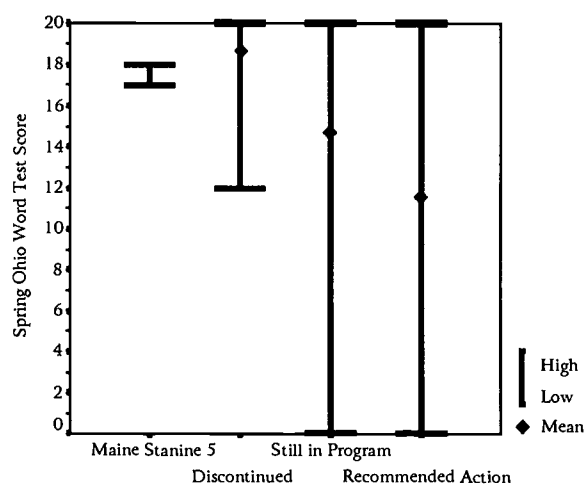


Figure 16. Word test performance of Reading Recovery children compared with Maine stanine 5.



Maine Stanine Scores for the Observation Survey

Text Reading

Stanine	1	2	3	4	5	6	7	8	9
Fall	-	-	-	1	2-4	5, 6	7-9	10	12-30
Spring	1-6	7-9	10, 12	14, 16	18, 20	22, 24	26	28, 30	-

Writing Vocabulary

Stanine	1	2	3	4	5	6	7	8	9
Fall	-	0-2	3-6	7-10	11-14	15-18	19-22	23-26	27+
Spring	0-21	22-28	29-35	36-42	43-49	50-56	57-63	64-70	71+

Writing Dictation

Stanine	1	2	3	4	5	6	7	8	9
Fall	0-3	4-7	8-11	12-14	15-20	21-24	25-28	29-32	33-37
Spring	0-28	29	30, 31	32, 33	34, 35	36, 37	-	-	-

Letter Identification

Stanine	1	2	3	4	5	6	7	8	9
Fall	0-33	34, 36	37-40	41-44	45-48	49-52	53-54	-	-
Spring	0-49	50	51	52	53	54	-	-	-

Ohio Word Test

Stanine	1	2	3	4	5	6	7	8	9
Fall	-	-	-	0-2	3, 4	5-7	8, 9	10-12	13-20
Spring	0-11	12, 13	14, 15	16	17, 18	19, 20	-	-	-





Concepts About Print

Stanine	1	2	3	4	5	6	7	8	9
Fall	0-7	8, 9	10, 11	12	13, 14	15	16, 17	18, 19	20, 24
Spring	0-16	17	18	19	20	21	22, 23	24	-

Recommendations

To say that Reading Recovery “works” is to say that the school’s operation of the program “works”. In schools where Reading Recovery is working efficiently, first-round children’s programs begin in the first or second week of September and end in January or February. In addition, a Reading Recovery teacher who teaches Reading Recovery only half a day is able to get between eight and ten children through the program by the end of the school year.

Efficiency of Operation

-  Reading Recovery programs begin by the second week of September.
-  Reading Recovery programs continue right through to the end of the school year.
-  Children’s programs are overseen by the school team, including the principal.
-  Reading Recovery teachers allow turnover of programs by adhering to the 20-week terminal point. This means that teachers are going to have to make much more effort to teach for accelerated gains.

There are other factors that are key to an efficient operation of the Reading Recovery program. To assist school teams in self-assessing the operation of their Reading Recovery programs, a rubric follows.

Rubric For Assessing A School's Operation Of Reading Recovery

Factors to Consider	Cost-effective	Fair	Poor
Adherence To Principles In The Child's Program	<ul style="list-style-type: none"> Selects the lowest children Achieves 5 lessons per week RR is something extra 	<ul style="list-style-type: none"> Selects lowest-some exclusions Achieves 3 lessons a week RR serves as something extra 	<ul style="list-style-type: none"> Selects from 40% achievement Achieves less than 3 lessons /wk RR is the child's only program
Level Of Coverage	<ul style="list-style-type: none"> 100% needing help are served Programs carried over-if needed A special educator is RR trained and picks up children who don't accelerate in 20 wks 	<ul style="list-style-type: none"> 1-2 children needing help left at year-end who do not get RR 1-2 children's programs carried over into second grade No special educator trained 	<ul style="list-style-type: none"> 3 or more children needing help remain at the end of the year No children carried over No special educator trained
Efficiency Of Operation	<ul style="list-style-type: none"> First-round children's programs begin second week of Sept Second-round children by Jan RR teacher serves 8 or more children over the year 	<ul style="list-style-type: none"> First-round children's programs begin third week of September Second-round picked up in Feb RR teacher serves 7 children over the school year 	<ul style="list-style-type: none"> First-round children's program begin 4th week of Sept or later Second-round picked up in Mar RR teacher serves 6 children over the school year
Use of Data	<ul style="list-style-type: none"> Collects & consistently uses program evaluation data to make changes Monitors RR children's progress through fourth grade Presents data to school board and parents each year Data show consistent improvement in RR operation 	<ul style="list-style-type: none"> Collects data but does not use it consistently to make changes Monitors RR progress of children through 2nd grade only Does not present program evaluation data to school board or parents Data show some improvement 	<ul style="list-style-type: none"> Does collect RR data but only for Teacher Leader Monitors RR children's progress through end of first grade only Does not present data to school board or parents No change in data from yr-to-yr
School Team	<ul style="list-style-type: none"> Team has wide range of members, including specialists and principal School team meets regularly to evaluate operation of program and children's progress and to problem-solve 	<ul style="list-style-type: none"> School team includes just 1st gr. teacher, RR teacher, principal School team evaluates progress of children but not operation of program 	<ul style="list-style-type: none"> No school team, RR teacher makes all the decisions
Role Of Reading Recovery Is Understood	<ul style="list-style-type: none"> RR one of several interventions school can use to ensure children achieve learning results RR as pre-referral strategy RR and Special Ed. programs work together 	<ul style="list-style-type: none"> RR replaces Title I services RR is sometimes used as a pre-referral strategy RR & Sp. Ed programs do not communicate 	<ul style="list-style-type: none"> RR replaces Title I RR is never used as a pre-referral strategy RR & Sp. Ed programs do not communicate

Implementation Plan	<ul style="list-style-type: none"> The school has an explicit plan for the development & operation of RR and this plan has been communicated to all levels in the district 	<ul style="list-style-type: none"> The school has a plan for RR's operation, but it is not explicit to others 	<ul style="list-style-type: none"> No plan for the operation of RR in the total school program
Reading Recovery & Teacher Selection & On-Going Reading Recovery Teacher Development	<ul style="list-style-type: none"> RR teacher has been part of senior staff & fully certified RR teacher has primary classroom experience RR teacher attends continuing contact RR teacher makes colleague visits outside the school RR teacher attends all RR conferences & institutes in Maine & the northeast 	<ul style="list-style-type: none"> RR teacher has experience with primary children, but not in the classroom RR teacher attends continuing contact RR teacher makes colleague visits only inside the school or district RR teacher occasionally attends Maine conferences & institutes 	<ul style="list-style-type: none"> RR teacher is fully certified but was recruited from outside or is paid as ed. tech. RR teacher has no experience with primary children RR teacher attends continuing contact RR teacher makes no colleague visits RR teacher attends no conferences or institutes
Administrative Support	<ul style="list-style-type: none"> Principal & superintendent understand the program Principal is active in team decision-making Superintendent & principal provide financial support as needed Principal works with parents, if needed Superintendent & principal can defend RR to the School Board & to administrators 	<ul style="list-style-type: none"> Principal understands the program, but superintendent is distant Principal sits in on team meetings but does not participate actively in decisions Some financial support for RR teacher & materials is provided Principal sometimes works with parents 	<ul style="list-style-type: none"> Principal & superintendent view RR as Title I program only Principal rarely attends team meetings Principal does not support RR teacher financially Title I, rather than the principal and superintendent, defends the program to school board Principal does not work with RR children's parents if needed

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1998-99 Maine Reading Recovery Contact Information

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Maine now has 11 Official Training Sites, 8 Outreach Sites, and 13 Teacher Leaders:		
Training Site (Outreach Sites)	Teacher Leader(s)	Site Coordinator
Belfast	Rebecca Mailloux Governor Anderson School (207) 338-4091	Sally A. LeClair Principal Gov. Anderson School
Benton	Judy Karam Benton Elementary School (207) 453-4248	Dean P. Baker Superintendent S.A.D. #49
Caribou (Bangor, Fort Kent, Houlton)	Nancy Todd Hilltop School (207) 493-4250	Frank McElwain Curriculum Coordinator Caribou School Dept.
Dexter (Dover-Foxcroft)	Marcia Boody Dexter Middle School (207) 924-5571	Janice E. Breton Principal Dexter Middle School
Machias (Ellsworth)	Gael Romei Columbia Falls Elementary School (207) 483-6003	Ronald Ramsay Principal Harrington Elementary
Enfield (Orono)	Laura Cook / Linda Woodrell Enfield Station School (207) 732-4162	Gary R. Haynes Principal Enfield Station School
Jay	Tracy Douglass Jay Elementary School (207) 897-3379	Edward Connolly Superintendent Jay School Department
S.A.D. #17 (Bethel)	Cynthia Kirchherr Oxford Hills Comprehensive High School (207) 743-8914 Ext. 4115	Rebecca S. Cummings Title 1 Coordinator S.A.D. #17
South Portland (York)	Margaret Hawkins Redbank Elementary School (207) 879-7122	Cheryl Jensen Deputy Superintendent So. Portland School Dept.
Westbrook	Charles Potter / Nadja Corcoran Saccarappa School (207) 854-0847	Pat Jackman Language Arts Director Westbrook School Dept.
Wiscasset	Shawne McCord Wiscasset Primary School (207) 882-7585	Jan A. Hoffman Principal Wiscasset Primary Sch.

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